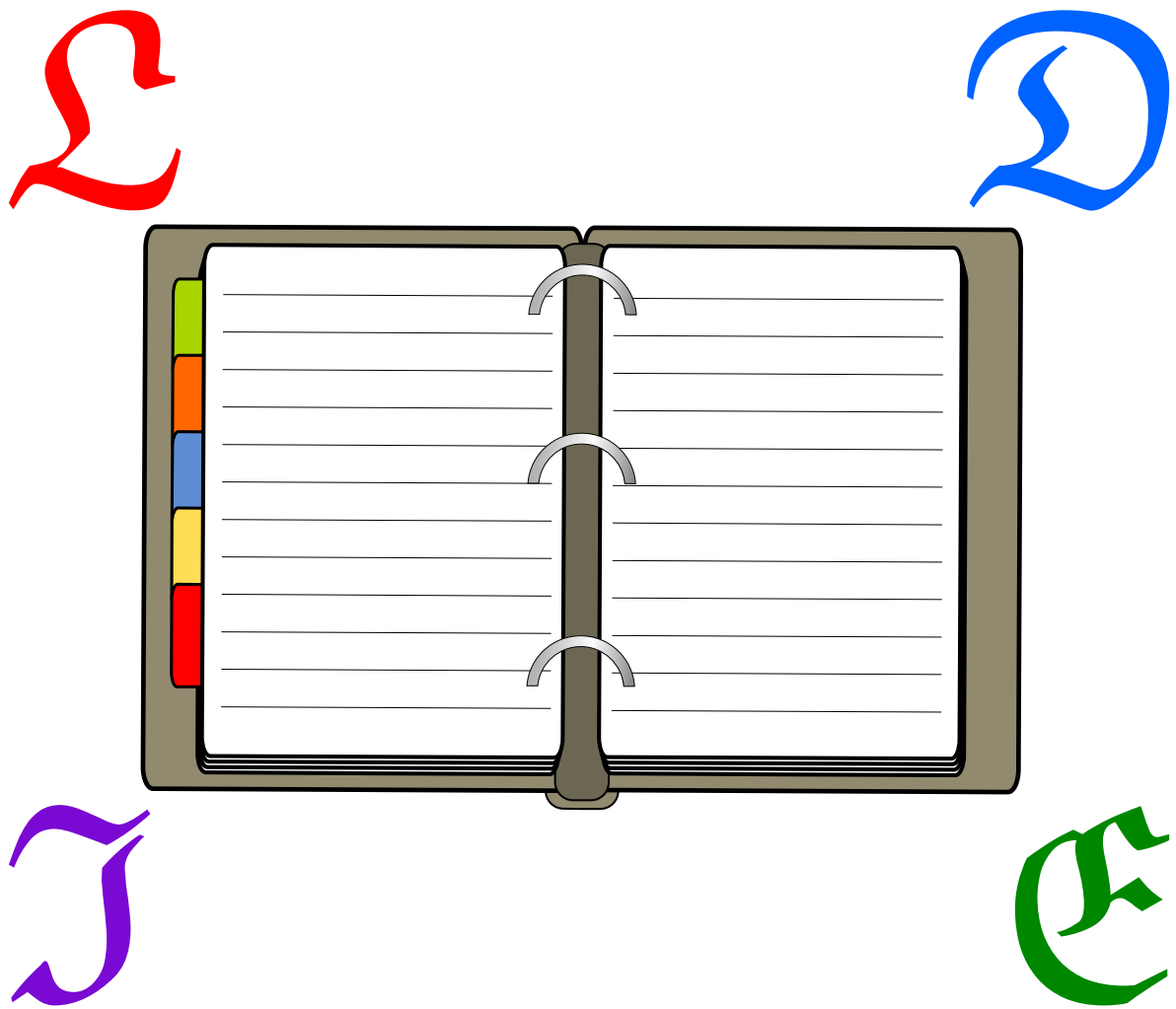


# Literature Done in English



Douglas Perkins & Adam Pearson

March 6, 2017

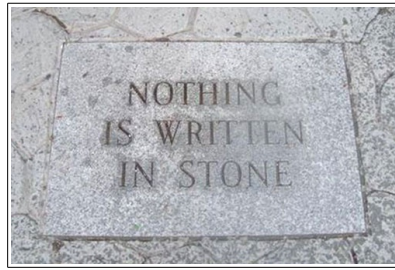
# Preface

*“A writer is a person who cares what words mean, what they say, how they say it. Writers know words are their way towards truth and freedom, and so they use them with care, with thought, with fear, with delight.”*

– Ursula K. Le Guin, [\*A Few Words to a Young Writer\*](#) (2008)

*“A thing of beauty is a joy for ever:  
Its loveliness increases; it will never  
Pass into nothingness; but still will keep  
A bower quiet for us, and a sleep  
Full of sweet dreams, and health, and quiet breathing.”*

– John Keats, [\*Endymion\*](#) (1818)



The study of English literature has numerous benefits. When studying poetry, students learn about syllables, sounds, and how to choose between words that have similar meanings yet differ in nuance. Taking a glance at prose gives students a look at what some great historical authors had to say and how the way these authors expressed themselves lent significance to their messages.

This short textbook was first written in December, 2015, for a two-month segment of a tenth grade ESL class in Japan. Our students are planning to study abroad their 11<sup>th</sup> grade year, and in preparation for English class while abroad we study a little bit before they go. Two months is a short time for such a vast field. Yet, if our students develop some appreciation for English literature, it will surely be a benefit to them. Hemingway once wrote, “There are many kinds of stories in this book. I hope that you will find some that you like.”

This book is freely licensed in the hope that other teachers will, if they like what they find, use it, share it, and build upon it. In turn, students benefit by using the improved materials.

– Douglas Perkins & Adam Pearson. Nishitokyo, Japan.



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# Table of Contents

Preface.....	2
Table of Contents.....	3
Chapter 1: Poetry.....	4
Syllables.....	4
Haiku.....	5
Rhyme.....	6
Rhythm.....	7
Assonance and Consonance.....	8
Wild Geese.....	9
Poetry Recitation.....	9
Some Famous Poems.....	10
Chapter 2: Shakespeare.....	16
Romeo and Juliet Act 1 Scene 1.....	16
New Vocabulary.....	17
Unknown Words.....	17
Chapter 3: Prose.....	18
Interpret the Passages.....	18
Adjectives and Adverbs.....	19
Comparisons.....	21
Bibliography.....	24

# Chapter 1: Poetry

What are you doing  
Staying in your house all day?  
Waiting for the tide.

– Therese Sellers, [Twitter](#)



## Syllables

English words can be divided into sounds or counts. These are called *syllables*.

### SYLLABLE COUNT

1	2	3	4	5
one joy cute	purple apple beauty	difficult hamburger nothingness	biology caterpillar unfortunate	curiosity refrigerator environmental

## Counting Syllables

How many syllables do the following words have?

\_\_\_ great

\_\_\_ pure

\_\_\_ Shakespeare

\_\_\_ nurse

\_\_\_ incredible

\_\_\_ poetry

\_\_\_ memory

\_\_\_ rings

\_\_\_ stage

\_\_\_ abroad

\_\_\_ watermelon

\_\_\_ perfect

\_\_\_ unchanging

\_\_\_ literature

\_\_\_ naturally

## Word Brainstorming

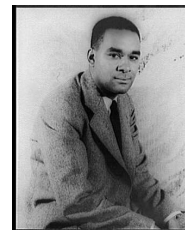
Write words of the appropriate word type with the right number of syllables.

	1	2	3	4
noun	shoe			
verb		create		investigate
adjective			amazing	invisible
adverb				generally

# Haiku

**By Richard Wright (1908–1960)**

1. Keep straight down this block,  
Then turn right where you will find  
A peach tree blooming.
2. The dog's violent sneeze  
Fails to rouse a single fly  
On his mangy back.
3. The webs of spiders  
Sticking to my sweaty face  
In the dusty woods.
4. A huge drift of snow  
Blocks the narrow pathway to  
The little toy shop.
5. Just enough of snow  
For a boy's finger to write  
His name on the porch.
6. A butterfly makes  
The sunshine even brighter  
With fluttering wings.



**By James William Hackett (1929–2004)**

7. Beyond this mountain,  
so vast as to strain the eye:  
a world of autumn.
8. Deep within the stream  
the huge fish lie motionless,  
facing the current.

**By Therese Sellers**

9. I was of his life  
The sunshine, he said, and left  
Through an airport gate.
10. Her best poems sprang  
Like the winged, immortal horse  
Out of blood and loss.

**By Matsuo Basho (1644–1694)**

11. old pond—  
a frog jumps in,  
water's sound
12. one who breakfasts  
with morning glories:  
that's what I am
13. in the capital:  
ninety-nine thousand people  
blossom viewing
14. autumn wind  
through an open door—  
a piercing cry
15. wind from Mt. Fuji—  
carrying it in my fan,  
a souvenir for those in Edo
16. ah spring, spring,  
great is spring,  
etcetera



# Rhyme

Two words *rhyme* when they end with the same sound. Complete the table.

Example	heart	start	smart	<i>dart</i>	<i>depart</i>
1.	bat	cat	chat	_____	_____
2.	yes	chess	confess	_____	_____
3.	pack	sack	comeback	_____	_____
4.	hit	pit	commit	_____	_____
5.	entertain	Spain	crane	_____	_____
6.	feel	kneel	steal	_____	_____

## Rhyme in Poetry

Read the poem and find the two pairs of lines that end with rhymes.

I am not yours, not lost in you,  
Not lost, although I long to be  
Lost as a candle lit at noon,  
Lost as a snowflake in the sea.  
You love me, and I find you still  
A spirit beautiful and bright,  
Yet I am I, who long to be  
Lost as a light is lost in light.



– Sara Teasdale, [Love Songs](#) (1917)

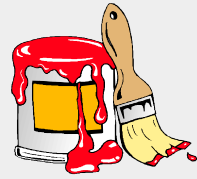
## Find the Rhymes

Circle the words that rhyme with the underlined word.

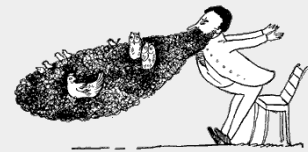
1. Macklemore: Caesar will make you a believer.
2. P!nk: Right from the start, you were a thief – you stole my heart.
3. 2Pac: Suspended from school and scared to go home, I was a fool.
4. Eminem: He's nervous, but on the surface he looks calm and ready.
5. Taylor Swift: So hey, let's be friends. I'm dying to see how this one ends.
6. Alex & Sierra: This is where it starts tonight if you open up your heart tonight.

# Rhythm

A painter, who lived in Great Britain,  
Interrupted two girls with their knittin'  
He said, with a sigh,  
"That park bench – well I  
Just painted it, right where you're sittin'."



There was an old man with a beard,  
Who said, "It is just as I feared!—  
Two owls, an eagle,  
A chicken and seagull,  
Have all built their nests in my beard!"

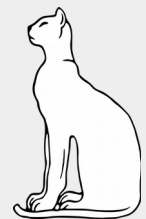


These two poems are *limericks*. Answer the questions.

1. Which lines are short?
  - A) First limerick. \_\_\_\_\_
  - B) Second limerick. \_\_\_\_\_
2. Which lines are long?
  - A) First limerick. \_\_\_\_\_
  - B) Second limerick. \_\_\_\_\_
3. What are some differences between haiku and limericks?

## Changing Speed

I have a Gumbie Cat in mind, her name is Jennyanydots;  
Her coat is of the tabby kind, with tiger stripes and leopard spots.  
All day she sits upon the stair or on the steps or on the mat:  
She sits and sits and sits and sits—and that's what makes a Gumbie Cat!



– T. S. Eliot, [Old Possum's Practical Book of Cats](#) (1939)

1. What do you think the made-up word “gumbie” means?
2. Read this poem slowly, then quickly. Which sounds better?
3. What parts should be read even more slowly or quickly?

# Assonance and Consonance

*Assonance* is the repetition of vowel sounds. *Consonance* is the repetition of consonant sounds.

## ASSONANCE

sweet dreams  
twice at night  
sweeps and cleans  
depressed and restless

## CONSONANCE

first and last  
a worm in a storm  
seven sandwiches  
depressed and restless

## Classify the Pattern

Do the following phrases include assonance, consonance, or both?

- |                              |                        |
|------------------------------|------------------------|
| 1. Kit-Kat.                  | ASSONANCE / CONSONANCE |
| 2. Tee-hee.                  | ASSONANCE / CONSONANCE |
| 3. Red roses.                | ASSONANCE / CONSONANCE |
| 4. Light a fire.             | ASSONANCE / CONSONANCE |
| 5. Buses go by.              | ASSONANCE / CONSONANCE |
| 6. Sweet dreams.             | ASSONANCE / CONSONANCE |
| 7. A deep stream.            | ASSONANCE / CONSONANCE |
| 8. Its loveliness increases. | ASSONANCE / CONSONANCE |

## Write Some Sentences

Write sentences including assonance.

Example I love driving at high speeds.

Example Take your time and be patient.

1. \_\_\_\_\_
2. \_\_\_\_\_

Write some sentences using consonance.

Example The boy didn't want to play baseball.

Example They paved paradise, put up a parking lot.

3. \_\_\_\_\_
4. \_\_\_\_\_





# Wild Geese



- 1 You do not have to be good.  
You do not have to walk on your knees  
For a hundred miles through the desert, repenting.  
You only have to let the soft animal of your body  
5 love what it loves.  
Tell me about despair, yours, and I will tell you mine.  
Meanwhile the world goes on.  
Meanwhile the sun and the clear pebbles of the rain  
are moving across the landscapes,  
10 over the prairies and the deep trees,  
the mountains and the rivers.  
Meanwhile the wild geese, high in the clean blue air,  
are heading home again.  
Whoever you are, no matter how lonely,  
15 the world offers itself to your imagination,  
calls to you like the wild geese, harsh and exciting –  
over and over announcing your place  
in the family of things.

– Mary Oliver, *Wild Geese* (1986)

## Interpretation

- |   |              |
|---|--------------|
| 1. The author thinks you have to be perfect.        | TRUE / FALSE |
| 2. The poem is about living life naturally.         | TRUE / FALSE |
| 3. The author thinks people are similar to animals. | TRUE / FALSE |
| 4. The author feels the world is warm and friendly. | TRUE / FALSE |

## Poetry Recitation

Choose a poem that you like and read it aloud to the class.

- Start with the name of the poem, if it has one, and the author's name.
- Say when the poem was written, if you know.
- Speak with feeling that matches the words in the poem.
- End with “Thank you.” or a similar closing phrase.

# Some Famous Poems

1. If you are a dreamer, come in.  
If you are a dreamer, a wisher, a liar,  
A hope-er, a pray-er, a magic-bean-buyer,  
If you're a pretender, come sit by my fire,  
For we have some flax golden tales to spin.  
Come in!  
Come in!



– Shel Silverstein, [Where the Sidewalk Ends](#) (1974)

2. Pretty women wonder where my secret lies.  
I'm not cute or built to suit a fashion model's size  
But when I start to tell them,  
They think I'm telling lies.  
I say,  
It's in the reach of my arms  
The span of my hips,  
The stride of my step,  
The curl of my lips.  
I'm a woman  
Phenomenally.  
Phenomenal woman,  
That's me.



– Maya Angelou, [Phenomenal Woman](#) (1978)

3. No sun – no moon!  
No morn – no noon –  
No dawn – no dusk – no proper time of day.  
No warmth, no cheerfulness, no healthful ease,  
No comfortable feel in any member –  
No shade, no shine, no butterflies, no bees,  
No fruits, no flowers, no leaves, no birds! –  
November!



– Thomas Hood, [November](#) (1844)

4. I had no time to hate, because  
The grave would hinder me,  
And life was not so ample I  
Could finish enmity.  
Nor had I time to love, but since  
Some industry must be,  
The little toil of love, I thought,  
Was large enough for me.



– Emily Dickinson, [Part One: Life XXII](#) (1924)

5. I, too, sing America.  
I am the darker brother.  
They send me to eat in the kitchen  
When company comes,  
But I laugh,  
And eat well,  
And grow strong.  
Tomorrow,  
I'll be at the table  
When company comes.  
Nobody'll dare  
Say to me,  
"Eat in the kitchen,"  
Then.  
Besides,  
They'll see how beautiful I am  
And be ashamed—  
I, too, am America.



– Langston Hughes, [I, Too](#)

6. I would liken you  
To a night without stars  
Were it not for your eyes.  
I would liken you  
To a sleep without dreams  
Were it not for your songs.

– Langston Hughes, [Quiet Girl](#)

7. My mom says I'm her sugarplum.  
My mom says I'm her lamb.  
My mom says I'm completely perfect  
Just the way I am.  
My mom says I'm a super-special wonderful terrific little guy.  
My mom just had another baby.  
Why?



– Judith Viorst, *Some Things Don't Make Sense at All* (1931)

8. The power of a gun can kill  
and the power of fire can burn  
the power of wind can chill  
and the power of a mind can learn  
the power of anger can rage  
inside until it tears u apart  
but the power of a smile  
especially yours can heal a frozen heart



– Tupac Shakur, *The Power of a Smile*

9. I am forever walking upon these shores,  
Betwixt the sand and the foam,  
The high tide will erase my foot-prints,  
And the wind will blow away the foam.  
But the sea and the shore will remain  
Forever.



– Kahlil Gibran, [Sand and Foam](#) (1926)

10. The reality of the other person is not in what he reveals to you,  
but in what he cannot reveal to you.  
Therefore, if you would understand him,  
listen not to what he says but rather to what he does not say.

– Kahlil Gibran, [Sand and Foam](#) (1926)

11. I have to learn how to dance  
in time for the next party  
my room is too small for me  
suppose I die before graduation  
they will sing sad melodies  
but finally  
tell the truth about me  
There is nothing I want to do  
and too much  
that has to be done  
and momma's in the bedroom  
with the door closed.



– Audre Lorde, [Hanging Fire](#)

12. Mrs Moon  
sitting up in the sky  
little old lady  
rock-a-bye  
with a ball of fading light  
and silvery needles  
knitting the night



– Roger McGough, [Mrs Moon](#)

13. Four ducks on a pond,  
A grass-bank beyond,  
A blue sky of spring,  
White clouds on the wing;  
What a little thing  
To remember for years—  
To remember with tears!



– William Allingham, [Four Ducks on a Pond](#) (1905)

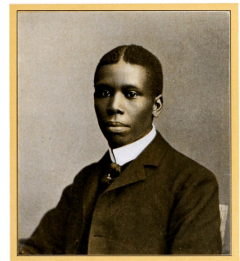
14. In tight pants, tight skirts,  
 Stretched or squeezed,  
 Youth hurts,  
 Crammed in, bursting out,  
 Flesh will sing  
 And hide its doubt  
 In nervous hips, hopping glance,  
 Usurping rouge,  
 Provoking stance.

Put off, or put on,  
 Youth hurts.  
 And then  
 It's gone.



– James Emanuel, [The Young Ones, Flip Side](#)

15. I found you and I lost you,  
 All on a gleaming day.  
 The day was filled with sunshine,  
 And the land was full of May.  
 A golden bird was singing  
 Its melody divine,  
 I found you and I loved you,  
 And all the world was mine.  
 I found you and I lost you,  
 All on a golden day,  
 But when I dream of you, dear,  
 It is always brimming May.



– Paul Laurence Dunbar, [A Golden Day](#) (1913)

16. Gone are the days  
 when you could walk on water.  
 When you could walk.  
     The days are gone.  
     Only one day remains,  
     the one you're in.  
 The memory is no friend.  
 It can only tell you  
 what you no longer have:  
     a left hand you can use,  
     two feet that walk.  
     All the brain's gadgets.



– Margaret Atwood, [A Visit](#) (1995)

17. The tree was barren of leaves but you brought a new spring.  
 Long green sprouts, verdant flowers, fresh promise.  
 Mori, if I ever forget my profound gratitude to you,  
 Let me burn in hell forever.



– Ikkyū, *To Lady Mori With Deepest Gratitude And Thanks*

18. I say I want to save the world but really  
I want to write poems all day  
I want to rise, write poems, go to sleep,  
Write poems in my sleep  
Make my dreams poems  
Make my body a poem with beautiful clothes  
I want my face to be a poem  
I have just learned how to apply  
Eyeliner to the corners of my eyes to make them appear wide  
There is a romantic abandon in me always



– Dorothea Lasky, [Ars Poetica](#) (2010)

19. In the other gardens  
And all up the vale,  
From the autumn bonfires  
See the smoke trail!  
Pleasant summer over  
And all the summer flowers,  
The red fire blazes,  
The grey smoke towers.  
Sing a song of seasons!  
Something bright in all!  
Flowers in the summer,  
Fires in the fall!



– Robert Louis Stevenson, [Autumn Fires](#) (1906)

20. I don't know what living a balanced life feels like  
When I am sad  
I don't cry, I pour  
When I am happy  
I don't smile, I beam  
When I am angry  
I don't yell, I burn  
The good thing about  
feeling in extremes  
is when I love  
I give them wings  
but perhaps  
that isn't  
such a good thing  
cause they always  
tend to leave and  
you should see me  
when my heart is broken  
I don't grieve  
I shatter.



– rupi kaur, [Tumblr](#) (2017)





# Chapter 2: Shakespeare

## Romeo and Juliet Act 1 Scene 1

Gregory: I will frown as I pass by, and let them take it as they list.

Sampson: Nay, as they dare. I will bite my thumb at them; which is a disgrace to them, if they bear it.

*Enter Abraham and Balthasar.*

Abraham: Do you bite your thumb at us, sir?

Sampson: I do bite my thumb, sir.

Abraham: Do you bite your thumb at us, sir?

Sampson: Is the law of our side, if I say "ay"?

Gregory: No.

Sampson: No, sir, I do not bite my thumb at you, sir, but I bite my thumb, sir.

Gregory: Do you quarrel, sir?

Abraham: Quarrel sir! No, sir.

Sampson: If you do, sir, I am for you: I serve as good a man as you.

Abraham: No better.

Sampson: Well, sir.

Gregory: Say "better". Here comes one of my master's kinsmen.

Sampson: Yes, better, sir.

Abraham: You lie.

Sampson: Draw, if you be men. Gregory, remember thy swashing blow.

*They fight.*

*Enter Benvolio.*

Benvolio: Part, fools! Put up your swords; you know not what you do.

*Beats down their swords.*

*Enter Tybalt.*

Tybalt: What, art thou drawn among these heartless hinds? Turn thee, Benvolio, look upon thy death.

Benvolio: I do but keep the peace: put up thy sword, or manage it to part these men with me.

Tybalt: What, drawn, and talk of peace! I hate the word, as I hate hell, all Montagues, and thee. Have at thee, coward!



# New Vocabulary

Shakespeare wrote in Middle English, which is considerably different from the way we speak today. What do you think the words mean? Match the words.

<u>Word</u>		<u>Meaning</u>
1. list	_____	no
2. sir	_____	your
3. ay	_____	mister
4. nay	_____	fight
5. quarrel	_____	yes
6. swashing	_____	are
7. thy	_____	you
8. art	_____	you
9. thou	_____	crushing
10. thee	_____	choose



# Unknown Words

We often encounter words that we don't know. If we have time, we can ask someone, or we can look the words up in a dictionary. At other times, we just have to guess. Read the passage and try to imagine what's happening.

The knave pulled a falcata from his belt and slashed at the woman who jumped to the side. She ran down to the currach, pushed it into the water, and floated away. High overhead, an egret flew by, not knowing the battle below. With a yell, the knave stormed back to his burro and led the animal back to town.

1. Cross out all the words you don't know. Use a thick black pen or marker.
2. For each word you crossed out, guess at the word's meaning and draw a picture of it.

# Chapter 3: Prose

## Interpret the Passages

He lay flat on the brown, pine-needled floor of the forest, his chin on his folded arms, and high overhead the wind blew in the tops of the pine trees. The mountainside sloped gently where he lay; but below it was steep and he could see the dark of the oiled road winding through the pass. There was a stream alongside the road and far down the pass he saw a mill beside the stream and the falling water of the dam, white in the summer sunlight.

– Ernest Hemingway, [For Whom the Bell Tolls](#) (1940)

1. Where is the man? A. the city B. the sea C. the countryside
2. What time of year is this? A. spring B. summer C. fall
3. How tall are the pine trees? A. tall B. short C. average
4. What is he looking at? A. the pine trees and sea B. the road and mill
5. Does he want to meet anyone? A. yes B. no

Harry Potter was a highly unusual boy in many ways. For one thing, he hated the summer holidays more than any other time of the year. For another, he really wanted to do his homework but was forced to do it in secret, in the dead of night. And he also happened to be a wizard.

– J.K. Rowling, [Harry Potter and the Prisoner of Azkaban](#) (2014)

1. What kind of boy is Harry? A. normal B. brave C. unusual
2. When does Harry do homework? A. at night B. at noon C. in the summer
3. Does Harry want to study? A. yes B. no C. he doesn't care
4. Does Harry like the summer? A. yes B. no C. it's OK
5. How many things are unusual? A. 1 B. 2 C. 3



# Adjectives and Adverbs

*Adjectives* are words that modify nouns. *Adverbs* are words that modify verbs, nouns, and other adjectives.

## ADJECTIVES

I want to buy a blue car.

The water is deep.

Henry was very tired.

My mother is angry.

## ADVERBS

The old man ran slowly.

The doctor works hard.

The baseball player is really tired.

The woman danced gracefully.

## Identify the Words

Are the underlined words adjectives or adverbs?

- |  |                    |
|--|--------------------|
| 1. He walks <u>quickly</u> .   | ADJECTIVE / ADVERB |
| 2. Your face is <u>red</u> .   | ADJECTIVE / ADVERB |
| 3. The train stopped <u>suddenly</u> .   | ADJECTIVE / ADVERB |
| 4. We arrived <u>early</u> .   | ADJECTIVE / ADVERB |
| 5. He lay <u>flat</u> on the <u>brown</u> , <u>pine-needed</u> floor of the forest.    |                    |
| A) <u>brown</u>  | ADJECTIVE / ADVERB |
| B) <u>pine-needed</u>  | ADJECTIVE / ADVERB |
| 6. The mountainside sloped <u>gently</u> where he lay; but below it was <u>steep</u> . |                    |
| A) <u>gently</u>   | ADJECTIVE / ADVERB |
| B) <u>steep</u>  | ADJECTIVE / ADVERB |



## Choose the Word

Write the best word in the blank. Which is needed, an adjective or an adverb?

- |  |                     |
|--|---------------------|
| 1. The bullet train is _____.              | [ fast / quickly ]  |
| 2. He _____ held the baby.                 | [ gentle / gently ] |
| 3. She has _____ arms.                     | [ thin / thinly ]   |
| 4. The airplane flies _____ in the sky.    | [ high / highly ]   |
| 5. _____ speaking, I'm incredibly nervous. | [ frank / frankly ] |

## Removing Modifiers

Cross out all adjectives and adverbs in the following sentences.

Example The ~~big~~ dog ran towards the ~~little-scared~~ boy.

Example The ~~brown~~ fox ~~quickly~~ jumped over the ~~lazy~~ dogs.

1. The teacher carefully carried the heavy books into the noisy classroom.
2. The white cat slept lazily on the sunny windowsill.
3. The man happily made a tasty cup of coffee for his wonderful wife.
4. The man quickly made a cup of black coffee for his busy wife.

## Adding Modifiers

Re-write the following sentences. Add an adjective and an adverb to each.

Example The man read the newspaper.

The old man slowly read the newspaper.

1. The bird sang.  
\_\_\_\_\_
2. The girl threw a baseball to her father.  
\_\_\_\_\_
3. Zoe went for a walk in the park.  
\_\_\_\_\_
4. Justin answered the question.  
\_\_\_\_\_

## Book Report

Choose a paragraph from a book that you like. Introduce it to the class.

- Presentations should be 100 words or longer.
- Start with the name of the book, the author's name, and when it was written.
- Read the paragraph with feeling.
- End with "Thank you." or a similar closing phrase.



# Comparisons

In English literature and poetry, two common comparisons are used: simile and metaphor. A simile is a comparison using “like” or “as”. A metaphor is a comparison where you say something *is* something else.

## SIMILE

Your eyes are like deep pools.  
He was as tall as a giraffe.  
She was like an angel to me.  
He fought like a lion.

## METAPHOR

That man is a pig.  
Her eyes were fireflies.  
The classroom was a zoo.  
My brother is a rolling stone.

## Metaphors in Action

Find three metaphors in the poem. Underline them.

The wind was a torrent of darkness among the gusty trees.  
The moon was a ghostly galleon tossed upon cloudy seas.  
The road was a ribbon of moonlight over the purple moor,  
And the highwayman came riding—  
Riding—riding—  
The highwayman came riding, up to the old inn-door.

– Alfred Noyes, [The Highwayman](#) (1906)



## Identify the Comparison

Is each comparison a simile or a metaphor?

- |  |                   |
|--|-------------------|
| 1. You cry like a baby!                  | SIMILE / METAPHOR |
| 2. Baby, you're a firework.              | SIMILE / METAPHOR |
| 3. All the world's a stage.              | SIMILE / METAPHOR |
| 4. His clothes were white as snow.       | SIMILE / METAPHOR |
| 5. Jeff wandered lonely as a cloud.      | SIMILE / METAPHOR |
| 6. Life is a journey, not a destination. | SIMILE / METAPHOR |
| 7. Steve slept like a rock.              | SIMILE / METAPHOR |
| 8. Juliet is the sun.                    | SIMILE / METAPHOR |

## Complete the Simile

- Example He's as cute as a puppy. [ sad / happy / cute ]
1. She's cold as \_\_\_\_\_. [ mice / ice / lice ]
  2. She is \_\_\_\_\_ as a cat. [ gentle / quick / rich ]
  3. You and me, we're stuck like \_\_\_\_\_. [ erasers / paper / glue ]
  4. My heart is like an \_\_\_\_\_. [ eraser / open book / ant ]
  5. My dog is as blind as a \_\_\_\_\_. [ bat / cat / giraffe ]

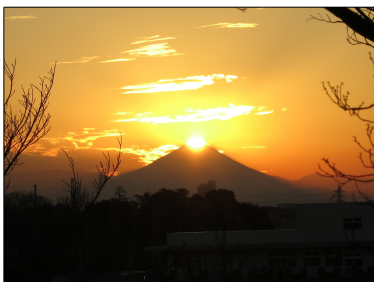
## Match the Metaphor

- |         |                   |   |               |            |
|---------|-------------------|---|---------------|------------|
| Example | anger             | → | <u>a fire</u> | a fast car |
| 1.      | birth             | → | _____         | a dinosaur |
| 2.      | a baby's smile    | → | _____         | Spring     |
| 3.      | death             | → | _____         | a fire     |
| 4.      | escape            | → | _____         | the Sun    |
| 5.      | a very old person | → | _____         | night      |

## Preferred Descriptions

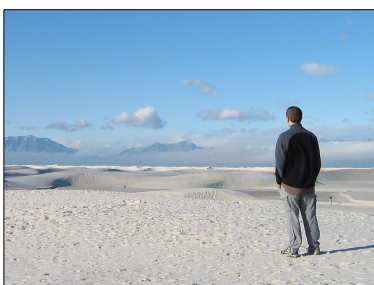
For each picture, which description do you like? What sounds the best to you? Why?

1.



- A) The yellow sun set behind Mt. Fuji.
- B) The sun was a gold halo around Mt. Fuji.
- C) The sunset on Mt. Fuji was as yellow as corn.

2.



- A) It is an ocean of sand.
- B) The desert sand is as white as snow.
- C) The desert is wide and the sand is white.

3.



- A) The flowers are very colorful.
- B) The flower garden is like a rainbow.
- C) The garden is a prism of beautiful flowers.

## Simile to Metaphor

Rewrite each simile as a metaphor. Preserve the general meaning.

Example She's angry as a bear. → She's an angry bear.

Example Her hair is soft like a cloud. → Her hair is a soft cloud.

1. Your eyes are like deep pools. → \_\_\_\_\_
2. My uncle is as big as an elephant. → \_\_\_\_\_
3. He was like a father to me. → \_\_\_\_\_
4. Her car is as slow as a turtle. → \_\_\_\_\_
5. She's pretty like a princess. → \_\_\_\_\_
6. Jon is strong like an elephant. → \_\_\_\_\_

## Understanding Metaphors

Time has not stood still. It has washed over me, washed me away, as if I'm nothing more than a woman of sand, left by a careless child too near the water. I have been obliterated for her. I am only a shadow now, far back behind the glib shiny surface of this photograph. A shadow of a shadow, as dead mothers become. You can see it in her eyes: I am not there.

– Margaret Atwood, [The Handmaid's Tale](#) (1985)

1. In the passage, what does water represent?
2. In the last sentence, who is “her”?

## Describe the Pictures



Use similes or metaphors to describe the pictures.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

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